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ABSTRACT

The various behavioral phases through which a child passes before he becomes adjusted to school are examined in this report on East Indian children. A program of observation was devised to answer three questions: (1) Do patterns of behavior change as children continue to attend school? (2) Are there different patterns of behavior during the initial period of adjustment? If so, how are they related to subsequent patterns? and (3) Do individual children show a stability of behavior patterns over a period of time? Subjects were 16 boys and 8 girls attending the Chetan Balwadi Nursery School; trained observers recorded behaviors of each child for three sessions and classified them in four major areas: response to parents in the initial parting situation and subsequent self-reliance, interaction with teachers, interaction with children, and behavior indicating acceptance of school. Results indicated that: (1) behavior patterns did change as children remained in school; (2) at least 2-3 different patterns of behavior were observed at each session, but only trends, not interrelationships, could be discerned; and (3) no conclusions could be formed about the stability of individual behavior patterns. Specific data for each observation session is reported and discussed, and the recorded observations for three individual subjects are presented. (SDH)

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A STUDY OF ADJUSTMENT TO NURSERY SCHOOL THROUGH SHIFTS IN BEHAVIOUR

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Research Report - 2

(for limited circulation only)

DEPARTMENT OF CHILD DEVELOPMENT

FACULTY OF HOME SCIENCE

M.S. UNIVERSITY OF BARODA

1972

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A STUDY OF ADJUSTMENT TO NURSERY SCHOOL THROUGH SHIFTS IN BEHAVIOUR

Research Report - 2

(for limited circulation only)

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PREFACE

The day a child enters nursery school is momentous, because it represents a first step; it marks the child's graduation from the shelter of his home and family to life in a community of his peers. This weaning from the parents and adjustment to the nursery school is an emotionally charged process for all concerned. It is extremely important for all concerned i.e. parents and teachers, to develop greater insights and understanding of the process of adjustment so that the shift from the warmth and security of the home, to the nursery school is made relatively free of anxiety and undue stress.

The experiences that a child had during this initial period of adjustment are likely to have far reaching effects on the child's mind and his future attitudes to school and to learning. To a great extent, these would be shaped by the child's early experiences.

It therefore becomes the primary concern of both parents and teachers to ensure that the initial adjustment of children to the nursery school is made relatively easy for them.

This small monograph is the result of our concern with the problem of adjustment of children to Chetan Balwadi, the laboratory nursery school of the department of Child Development, Faculty of Home Science, M.S.University of Baroda.

The teachers in the Chetan Balwadi, face this problem each year, in the month of June, when a group of 30 - 35 new children ranging in age from 2½ to 3 years, is admitted to the nursery school, for the first time. It has been the teachers' experience, that inspite of all kinds of efforts made by them, the months of June and July, sometimes extending up to August and September of the year, are usually traumatic, not only for the children, but also for the parents and the teachers.

As a result of this, it was decided to undertake a study, in which children who were newly admitted, in June 1968 were observed for their adjustment to the nursery school.

This small study was not undertaken with the objective of providing any clearcut guidelines to the teachers or the parents to enable them to make the adjustment process a happy one. The main aim of this study was to identify the pattern of the adjustment process itself. It was felt that initially it was important for the teachers to get a deeper insight into this process, before any specific programme could be implemented in this direction.

Since this is just a small exploratory study. We do not wish to make any sweeping generalization. We only hope that the monograph will serve as a means of establishing some communication with other workers in the field. I have great pleasure in releasing this monograph to fellow workers in the field of pre-school education.

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(a) School Adjustment

Going to school and building up a joyful interest in the programmes therein is an important developmental task of early childhood. In the educated society today a child going to a nursery school round about the age of two and a half years is an accepted plan. The parents who send their children to nursery schools have their own reasons, such as getting relief etc. for doing so. Very few of them are aware of the significance of school experiences for the development of the child's personality. However, from the point of view of the nursery school programmes they are providing enriching experiences to the child for learning skills of living in his society. The process of this learning starts right at the child's first visit to the school. Prior to this visit the child has been told a number of times about his being grown up and soon going to school. Mostly the child has enjoyed such thoughts, perhaps sitting on his mother's lap or with an affectionate patting by the grandfather; but he fully realises its implications on his first visit when the mother starts moving out of the situation, trying to leave him alone in his own group.

At this point the process of separating the child from home and adjusting him to school starts. The process of getting detached from home and having to have independent relationship with others begins with emotional upset. On the first day of schooling it is a common experience of nursery school teachers that even a child who seems to be most composed on arrival remains so, as long as the mother or the adult from home is around. The expression of anxiety and insecurity on being left alone in a new situation is expressed differently by different children, though most of them cry and try to cling to the mother. The first week or two of a new session of the school was jokularly described by a group of teachers as the period of "crying music".

Beginning with such a state of anxiety on being alone, the child slowly builds up acceptance of school as his own world - the world of equals - where he enjoys standing on his own. The shift from anxiety to relaxation, from feeling of insecurity to the feeling of confident bearing, from the feeling of strangeness to the feeling of belonging to, takes place slowly but surely in each child sooner or later. Such a shift may be described as the school adjustment process. In getting adjusted to schooling it is felt that the child has to accept and come to terms in three areas, namely, (a) adults / teachers, though not parents as guides; (b) other children as necessary part of life in school, and (c) the school programme.

(b) Objectives of the Study

What are the various behavioural phases through which a child passes before he gets adjusted to school has always been a matter of interest and concern to the staff of the Chetan Balwadi - the Laboratory Nursery School of the Child Development Department. The teachers who face the crying children during the first week of the year are anxious to bring about the adjustment to schooling as it is the basis of all further progress. They felt that they might be able to handle the children more efficiently if they have some information about the school adjustment patterns. Perhaps the information might be also useful in guiding the parents in preparing the child for schooling. The research team of the department working in the project of longitudinal motor and mental growth during infancy decided to undertake exploratory work with children entering the Chetan Balwadi in 1968. The observation programme was undertaken with a view to answer the following questions :

(1) Do the patterns of behaviour change as children continue to attend school?

(2) Are there different patterns of behaviour during the initial period of adjustment? If yes, how are they related to subsequent patterns?

(3) Do individual children show the stability of behaviour patterns over a period of time?

(c) Planning of Observation Sheet

Some preliminary work about how to observe children so as to get the information desirable was essential. The research team discussed the plan and made a few running records of children's behaviour. The running records were scanned from the point of view of getting some indications of the child's adjustment to school through his reactions to teachers, other children and the school as a formal institution. The running records, especially made by different observers and of different children did not facilitate the location of behavioural patterns of the group or of the individual child. In order to make the observations precise, consistent and fruitful for the purpose it was decided to ignore the activities the child undertakes and the skills he shows therein. The recording of observations was confined to the episodes of interactions between the child and the teachers or parent if he is around, interactions with other children and his response to the instructions about school programmes and school routines. Each observer tried to make such a few observations and they were discussed amongst group and modified till the observers were confident about their work for the purpose. The development of the observation procedure was completed by observing the prior groups and the sheets were kept ready for the first observations of the new group entering Chetan Balwadi in June 1968.

(d) Sample

16 boys and 8 girls who were admitted to the Chetan Balwadi in June 1968 and were attending the school during the period of the first observation session formed the sample for the present study. The admissions to Chetan Balwadi for this year were mainly confined to those children who had cooperated in our longitudinal study of infancy period. The background information about these children was analysed from their records under longitudinal studies. The age of these children ranged from 2 years and 6 months to 2 years and 11 months with the mean age of 2.76 during the first series of observations. Out of these 24 children, 14 were first born, 7 were second-born and of the remaining 3, one each was 3rd, 4th, and 5th born. Considering the socio-economic status, the family income ranged from Rs.100 to above Rs.1000 with the mean of Rs.540. Only 6 mothers had jobs outside while 18 mothers were housewives who did not go out to work; 4 fathers were in teaching profession, 5 were businessmen, 3 were chemists, 2 were advocates, 1 was a doctor, 3 were research assistants, 3 were clerks, and 2 were skilled workers. The education of the mothers' ranged from illiteracy to post-graduation while that of fathers' ranged from S.S.C. to post-graduation. Ten of the children belonged to nuclear families while 14 were from joint families.

(e) Plan and Procedure of Data Collection

It was planned to observe the children longitudinally during three significant periods of schooling. The first observation was done during the second week of schooling. The second one was done before Diwali vacation and the third one was done before the Summer vacation. The intervals between the observations were of three months and six months respectively. One observation of each child consisted of a total period of one-and-a-half hour spread over five working days of a week.

Each observer observed 3 to 5 children per day covering each child for 15 to 20 minutes. There were six observers for the first session and only three for the last session. The number of children observed during each session also changed. The observations were started at the children's arrival to school and were completed mostly during the outdoor free activity programme. Occasionally the observations had to be continued during the 'juice programme' or 'indoor activities'. Table 1 gives the exact dates of observations and the number of children observed during each session.

Table 1. Observation schedule and number of children observed.

Session number	Observation dates	Number of children
1	24-6-68 to 28-6-68	22
2	27-9-68 to 4-10-68	22
3	10-3-69 to 13-3-69	16

At the end of each session of observation each child's observed behaviour was generalised in relation to his interaction with teachers and other children. His behaviour was also evaluated for dependency or self-reliance. The child's general acceptance of school was also inferred from his behaviour. This was done through discussion by at least two observers from the team. At the end of all the sessions two observers went through all the observed behaviour of each child for each session and finalised the generalisations. This was necessary to make the generalised interactions comparable.

II. CLASSIFICATORY SYSTEM AND ANALYSIS OF OBSERVATIONS

The classificatory system for studying the behavioural changes from one observation to the other was developed by listing all the generalised statements made by the observers about the behaviour of each child under the four major areas of interaction, namely, interaction with parents, interaction with teachers, interaction with other children, and general acceptance of school. The statements were further grouped and consolidated into suitable categorising statements and arranged in order from those indicating negative behaviour to those indicating positive behaviour. The details of the classificatory system thus evolved for behaviour under each aspect with some illustrative behaviour are described below.

(a) Response to parents in the initial parting situation and subsequent self-reliance.

At the beginning of schooling when the children were first brought to school they were usually accompanied by one of the parents or some other family member or a servant well acquainted to the child. As a routine the accompanying adult was asked to stay in the school till the child felt free, even for the whole school day if needed. This gave the opportunity to observe the parent-child interactions during the first session when the parting process started. Going through all the observations it was felt that these children could be classified in terms of dependency on parents. There were some children who would not leave the parent at all. There were some who could separate themselves for a short time at parental instructions. Some were satisfied with intermittant parental assurance and a few appeared to be ready to leave their parents for their own activity. The frame of reference for classifying the children for their interaction with parents was prepared accordingly by making use of indicative statements. In all, four categories could be listed. They are given below with some illustrative behaviour.

(1) Clinging - not leaving the parents at all, e.g. R. comes with cousin holding hand, goes to Jungle Jim, cousin asks whether she would be able to climb? R. says "I will fall down". Teacher tries to help her but R. does not look at the teacher and looks at her cousin.

(2) Could play alone but the parent or the guardian should be nearby, e.g. Mother was sitting on lawn with her friends. T was also with her. She asked, rather insisted, T to play alone. T started climbing jungle jim nearby, and called out the mother at each step she climbed. Mother was called by a teacher and she started going away. Seeing this T shouted for her, asked her to sit nearby, finally got down the jungle jim and ran after her.

(3) Needed intermittant reassurance by calling the parent or going to them; e.g. 'A' goes to the block-corner, where children are playing with blocks. Takes a box of wooden blocks and calles mother. Mother comes - A. arranges two blocks and asks mother whether the arrangement was allright - Mother nods positively. A. arranges a few more and again seeks mother's approval.

(4) Could stay alone (independent); e.g. Teacher asks S. if she would like to climb, S. goes up. Watches other children also climbing. S. slides - climbs again - slides again - smiles at teacher - looks smilingly at father who is little far from Jungle Jim.

It was felt that the children's initial dependency on parents might be related to their subsequent self-reliance in school. Perhaps the children belonging to different levels of the initial dependency might follow different patterns of reaching self-reliance as an expression of school adjustment. The self-reliance of the child in the subsequent

sessions was categorised in terms of dependency on teachers or other children in selecting one's activity and continuing it. It also incorporated the self-reliance in social interactions specially with other children. Four categories were listed indicating self-reliance in school and they were related to the four categories of parental dependency during the first session.

(1) Depends on teachers or other children for selecting and continuing activities; e.g. Teacher asked A. to play in sand. A. did not move, when Teacher went, she followed her. Teacher gave her a spoon. She took it, filled a 'vatki' with sand - showed to the teacher.

(2) Independent but isolated / not relaxed; e.g. D. in the sandpit playing with sand alone - filling the glass with sand - looked around without doing anything, got up, left the place, took 'vatki', changed the place.

(3) Bears independently but not spontaneous in interacting with others; e.g. B. play(ed) with a cart, B. brought it near S.'s cycle and hit the cycle with the cart; S. shouted, called teacher - B. left the place.

(4) Bears independently with free social interaction; e.g. A. wants a cycle. Teacher asks to wait because B. was riding - accepts - tells B. "after 2 rounds you will be giving it to me". In the meantime converses with teacher about why he was absent on the previous day.

The categories of behaviour indicating parental dependency and subsequent self-reliance were dichotomised into such as indicating positive and negative aspect of school adjustment. The first two categories in both the sections were noted as indicating negative aspect and the last two categories were noted as indicating positive aspect.

(b) Interaction with Teachers

Interaction with teachers is one of the important aspects of pre-school life. At the beginning of the school, teachers are strangers to most of the children. They are specially so in their role as teachers. To be at ease in school and enjoy the programme therein, a child has to be well-related to the teachers. He has to accept them as the friendly and helpful authority. Development of such an attitude towards teachers is a significant factor in school adjustment. The noted statements about the children's interactions with teachers could be consolidated into six categories which are described below with some illustrative behaviour. The first three categories are considered to be the negative indicators and the next three are considered to be the positive indicators of interactions with teachers leading towards school adjustment.

(1) Avoides teachers or are indifferent to them; e.g. Teacher came to D. to pin the name-tag. D. called his mother and asked her to pin the name-tag.

(2) Accepts teachers but responds to them as if they are strangers; e.g. R. sits quietly. Teacher talks to her - does not answer though listens to what she says. Then goes with cousin holding her hand.

(3) Responds to teachers formally without self initiative; e.g. K. wants to slide. Looks at the teacher who is standing nearby. Teacher asks to remove slippers and then slide. K. does so without talking to the teacher.

(4) Responds to teachers as substitute parents; e.g. Teacher asks R. to run with other children. R. runs - other children run ahead of her. R. cries - looks at teacher - teacher tries to comfort her - R. runs again.

(5) Responds to teachers as friendly adults; e.g. Teacher asks a child whether he drank milk. R. on her own says, 'I also drink milk daily in the school.' Teacher asks her 'Did you drink milk today?' R. nods positively and continues to chat with the teacher.

(6) Responds to teachers as helpful authority with free interaction; e.g. V. went to the teacher and said 'I can't get the cycle on the road.' Teacher helps in getting the cycle on the road, but after some time suggests to play in sand pit and give the cycle to K. V. accepts the suggestion and goes to sand pit with the teacher, freely conversing.

(c) Interaction with Children

School life without free and enjoyable interaction with other children is something like Hamlet without the Prince of Denmark. To get accustomed to other children and to develop the feelings of affiliation to them is one of the important goals of achievement of preschool education. In a school, the way in which a child reacts to other children of his group is a good indicator of his school adjustment. During the initial stage of schooling the process of adjustment to school may be located through the changes in the pattern of interaction with other children. The observed behaviour of interactions amongst children could be categorised into six types out of which the first three indicated negative aspect and the next three indicated positive aspect. They are given below with some illustrative examples.

(1) Avoides children; e.g. A. wants to sit on cycle. Mother helps him to get one. S. also wants to sit on cycle. Mother asks A. to let S. sit at the back. A. pushes away S.

(2) Indifferent to children or interacts with them on instructions; e.g. A. swings - R. asks him questions - A. does not reply.

(3) Accepts children as a part of the situation without self involvement; e.g. A. on cycle - S. also wants it - teacher asks A. to give it - S. again asks for it - A. gives without communicating.

(4) Interacts with children formally; e.g. A. went in the room where J. was standing. Asked whether he can take the pail - took the pail and ran out on playground.

(5) Co-operates in small groups; e.g. A. smiles at children - D. is standing near rocking boat. A girl comes. All three play cooperatively.

(6) Accepts children as a part of his society; e.g. A. is in sand pit - 8 other children are also there. A. asks D. "Do you want a pail?" D. - "No". A. - "I will take this pail." Takes the pail and sits down. A. tell B. - "Take your pail." B. gives him a spoon. A. takes it.

(d) Behaviour Indicating Acceptance of School

How far a child likes to be in the school and enjoys being there might provide a good measure of his adjustment to schooling. School adjustment involves the development of free relaxed attitude towards other children and teachers. In relation to teachers it is also implied that in getting adjusted to school the child gets some perspective of the teacher's role in the school situation as a formal organisation. In the present study each child was classified according to his behaviour expressing acceptance of the school. In doing this the observations about interactions with parents, teachers and other children along with the responses for school routines were looked into. The manner in which these interactions were brought about and executed were made note of. The categories varied from 'not wanting to be in the school' to 'enjoying being in the school'. They were six in all; out of which the first two

indicated negative attitude towards school while the remaining four indicated the positive attitude. The six categories with illustrative behaviour are described below.

(1) Does not want to be in school or takes it as home; e.g. No awareness of new or different situation than home. J. wanted to ride bicycle which B. was riding. J. pushed the cycle, started crying and went away to his cousin.

(2) Accepts school indifferently; e.g. K. was standing near Jungle Jim - looks at other children playing - looks at teacher - climbs Jungle Jim.

(3) School as an extension of home; e.g. P. cries to have a spoon - teacher asks to fill the cup - P. does so. P. wants to break the glass moulded by another child.

(4) School as extension of social-play situation; e.g. Teacher calls for juice. A. keeps on climbing up and down the Jungle Jim.

(5) Accepts school situation but is not fully relaxed; e.g. B. goes up the slide - watches children - teacher asks to slide - B. slides - again stands - instructed - slides.

(6) Accepts school situation and enjoys being there; e.g. Teacher asked to get the spoons from inside - B. ran and brought with enthusiasm. On his own he distributed to children by asking each child whether he wants it.

(e) Summary of Classificatory System

The final classificatory system used in the present study may be summed up as follows :

A. Initial parental dependency and subsequent self-reliance.

(a) Parental dependency :

(1)	Clinging - not leaving the parents at all	Negative 0
(2)	Could play alone but the parent / guardian should be nearby	Negative 0
(3)	Needed intermittant reassurance by calling the parent or going to him	Positive 1
(4)	Could stay alone - Independent	Positive 1

(b) Subsequent self-reliance :

(1)	Depends on teachers or other children for selecting and continuing his activities	Negative 0
(2)	Independent but isolated - not relaxed	Negative 0
(3)	Bears independently but not spontaneous in interacting with others	Positive 1
(4)	Bears independently with free social interaction	Positive 1

B. Interaction with teachers :

(1)	Avoides teachers or is indifferent to them	Negative 0
(2)	Accepts teachers but responds to them as if they are strangers	Negative 0
(3)	Responds to teachers formally without self-initiative	Negative 0
(4)	Responds to teachers as substitute parents	Positive 1
(5)	Responds to teachers as friendly adults	Positive 1
(6)	Responds to teachers as helpful authority with free interaction	

C. Interaction with other children :

(1)	Avoides children	Negative 0
(2)	Indifferent to children or interacts with them on instruction	Negative 0
(3)	Accepts children as a part of the situation without self involvement	Negative 0

(4) Interacts with children formally : Positive 1

(5) Co-operates in small groups : Positive 1

(6) Accepts children as a part of his society : Positive 1

D. School acceptance :

(1) Does not want to be in school or takes it as home : Negative 0

(2) Accepts school indifferently : Negative 0

(3) School as an extension of home : Positive 1

(4) School as an extension of social play situation : Positive 1

(5) Accepts school situation but is not fully relaxed : Positive 1

(6) Accepts school situation and enjoys being there : Positive 1

(f) Analysis of Observations

The observations of each child were critically studied by two of the observers and then the child was classified under suitable category of interaction under each aspect for which the classificatory system was evolved. The classification was done separately for the three observations of each child. Finally, the classification was checked by a staff member who was not involved in the observation programme but has experience of working in the Chetan Balwadi. The total frequency of children under each category according to each of the three observations were counted and their percentages were calculated. These are studied to get some insight into group patterns of behaviour and behaviour shifts from observation to observation. Each individual child was studied for the shifts in his behaviour from time to time. The positive and negative aspects of behaviour were scored one and zero respectively, and Cochran's 'Q' test was applied to test the statistical significance of the shifts in the behaviour as the child continues to be in the school. The three observations sample the behaviour of children at the beginning of the school, at the end of first term, i.e. after about 3 months and at the end of the second term, i.e. six months after the second observation.

VIII. BEHAVIOUR PATTERNS OBSERVED AT THE THREE PERIODS

As explained before, the classificatory system for each aspect of interaction indicating school adjustment was based upon the actual observations. It does not refer to any theoretically determined adjustment level. Consequently it is difficult to say whether these children have reached the ideal level of school adjustment or not. However the patterns of behaviour indicating school adjustment at three periods of schooling was attempted by studying the frequencies and the percentages of each interaction under the four aspects of behaviour during the three periods of observations. Table II gives the details of the observed frequencies and their percentages.

Table II. Observed frequencies of interaction categories and percentages under four aspects of behaviour during observations I, II, and III.

Interaction category Ref. Nos. from pp	Areas of Behaviour											
	Initial parental dependency and subsequent self-reliance			Interaction with teachers			Interaction with children			School acceptance		
	Observations			Observations			Observations			Observations		
	I	II	III	I	II	III	I	II	III	I	II	III
1	9 41%	5 22.7%	1	9 41%	1	1	9 41%	0	0	15 68%	1	0
2	6 27%	3	2	5 22.7%	3	0	3	2	0	1	7 31.8%	3
3	5 22.7%	7 31.8%	5 22.7%	6 27%	5 22.7%	2	7 31.8%	10 45%	3 18.8%	5 22.7%	6 27%	0
4	2	7 31.8%	8 50%	1	7 31.8%	0	1	3	4 25%	0	3	3
5	-	-	-	1	3	7 43.7%	2	1	4 25%	1	1	6 37.5%
6	-	-	-	0	3	6 37.5%	0	6 27%	5 31%	0	4 18%	4 25%
N	22	22	16	22	22	16	22	22	16	22	22	16

A look through the table suggested the need to pre-determine the frequency which should be considered as indicative of frequent behaviour in the group. This was determined by noting the expected frequency in percentages in relation to the number of categories. There are 4 categories under initial parental dependency and subsequent self-reliance and 6 categories under the remaining three areas. Hence the expected percentages occuring by chance would be 25 percent and 17 percent for the first area and the remaining three areas respectively. Scanning the percentages noted in Table II, it was found that in all the four areas, the percentages of observed frequencies were more than the expected frequencies at least in two categories. There were five more categories with more than expected percentages spread over all the readings. Hence, two behaviour patterns for the three periods of observations are built up by putting together the categories with highest percentages from the four areas, and the second range percentages which were more than expected percentages, respectively. The behaviour patterns are described on the following pages.

A. Most Frequent Pattern	B. Second Order Frequency Pattern
I. At the beginning :	
A	B
1. 41% Clinging - not leaving the parents at all.	1. 27% Could play alone but parent/guardian should be nearby.
2. 41% Avoides teachers or are indifferent to them.	2. 27% Responds to teachers formally without self-initiative.
3. 41% Avoides children.	3. 32% Accepts children as a part of the situation without self-involvement.
4. 68% Does not want to be in school or takes it as home.	4. 23% School as an extension of home.
II. By the end of term :	
1. 32% Bears independently but not spontaneous in interacting with others.	1. 32% Bears independently with free social interaction.
2. 32% Responds to teachers as substitute parents.	2. 23% Responds to teachers without self-involvement.

3.	45%	Accepts children as a part of the situation without self-involvement.	3.	27%	Accepts children as a part of his society.
4.	32%	Accepts school indifferently.	4.	27%	Accepts school as an extention of home.
III. By the end of year :					
		A			B
1.	50%	Bears independently with free social interaction.	1.	23%	Bears independently but not spontaneous in interacting with others.
2.	44%	Responds to teachers as friendly adults.	2.	37%	Responds to teachers as helpful authority with free interaction.
3.	31%	Accepts children as a part of his society.	3.A	25%	Cooperates in small groups.
			B	25%	Interacts with children formally.
4.	37%	Accepts school situation but is not relaxed fully.	4.	25%	Accepts school situation and being there.

A critical reading through the patterns show that as children continue to go through school experience they express their adjustment by becoming more and more free and relaxed in interactions with children, look upon teachers as friendly adults having authority in the situation, and slowly move towards enjoying being in the school.

IV. SHIFTS IN THE BEHAVIOUR

The changes in the behaviour of the children as a group was obvious in all the areas of interaction under study. Following the scoring system for negative and positive aspects of interaction each child's interaction pattern for each area was noted in terms of the score of zero or one. There were only thirteen children who were observed for all the three sessions and hence could be used for application of 'Q' test. 'Q' scores were calculated and evaluated for significance at .05 level. Table III gives the calculated 'Q' values for the four aspects of behaviour with their level of significance.

Table III. Significance of behavioural shifts.

Area of Behaviour	'Q'	Level of Significance
Initial parental dependency and subsequent self-reliance	8.0	.02
Interaction with teachers	13.4	.01
Interaction with children	14.0	.001
School acceptance	10.57	.01

The significant 'Q' scores clearly indicate significant shifts towards more positive attitudes towards school and children and teachers. As the observations were done at two crucial points, prior to two long breaks in schooling it was felt worthwhile to study the significance of the shift by the end of the first term which comes approximately after three months and from this point to the end of the second term which comes after six months approximately. Table III gives the relevant calculations.

Table IV. Significance of behavioural shifts during the first term and during the second term.

Area of Significance	Shift Periods			
	I & II		II & III	
	'Q'	Sig.	'Q'	Sig.
Initial parental dependency and subsequent self-reliance	4.0	.05	0.5	NS
Interaction with teachers	7.0	.01	1.0	NS
Interaction with children	3.0	NS	6.0	.02
School acceptance	4.0	.05	3.0	NS

NS = Not Significant.

Table IV suggested that the children achieve significant shift towards positive attitude indicating progress in school adjustment during the first term by developing self-reliance in the school and improved interaction with teachers. The shifts in the two areas is bound to influence their attitude towards school. Consequently, behavioural shift to positive attitude towards school-acceptance is also significant during this period. The major shift in the attitude towards other children occurs during the second term. Table I clearly shows that the period of schooling for the first term is of three months only while by the end of the year, or second term it is six months including a month of vacation. It seems, therefore that school adjustment process is faster and multi-dimensional during the early days of schooling; comparatively it is slower with reference to other children.

V. PATTERNS OF MOVING TOWARDS ADJUSTMENT

In order to get an insight into the behaviour shifts of individual children in each aspect of behaviour, classification tables were made by using reference number for each child. The mobility of children from one category of behaviour to other categories was followed from the first observation, i.e. at the beginning of schooling, to the third observation which was done towards the end of the academic year through one intermediary observation.

(a) Response to parents in the initial parting situation and subsequent self-reliance

Tables V and Va present the classification of each child during the three related observations.

Table V. Behaviour during initial parting with parents.

Sr.No.	Behaviour categories	Code numbers of children	Total
1	Clinging - Not leaving the parents at all	1, 2, 5, 8, 15, 17, 19, 22, 24	9
2	Could play alone but the parent/ guardian should be nearby	3, 7, 12, 13, 20, 23	6
3	Plays alone but needs intermittent reassurance by calling the parent or going to him	6, 9, 10, 14, 21	5
4	Could stay alone - Independent	11, 18	2

Table Va. Behaviour indicating self-reliance in school.

Sr No.	Behaviour categories	Code Numbers			
		II	Total	III	Total
1	Depends on teachers or other children for selecting and continuing activities	1, 8, 19, 22, 24	5	24	1
2	Independent but not relaxed	2, 3, 5	3	8, 15	2
3	Bears independently but not spontaneous in interacting with others	4, 9, 15, 17, 20, 21, 23	7	1, 9, 13, 17, 22	5
4	Bears independently with free social interaction	7, 10, 11, 12, 14, 16, 18	7	3, 4, 10, 11, 12, 16, 21, 23	8
			22		16

It is obvious in Table V that except 2 children all expressed dependence on parents during the initial period of schooling. Out of these 20 children 9 showed clinging behaviour, 6 wanted the parent to be nearby and 5 required reassurance and they intermittently called the parent and sought guidance (carrying over the classification to the subsequent self-reliance in Table Va). We find that 5 out of the 9 clinging children had developed dependency on teachers or other children, two became independent but remained isolated and the remaining two have grown independent but are not relaxed, during the second observation.

Out of the 6 children who required the parents to be nearby in the first session 2 had developed to bear themselves independently with free interaction with other children, other two did so without being spontaneous in interacting and one though independent was not relaxed. The remaining child could not be observed.

Out of 5 children who needed intermittent parental reassurance during the initial period, two bearing themselves independent with free interaction with other children, 2 more did so but had no spontaneous interaction and one could not be observed.

The two children who were classified as independent during the first session developed to bear independently with free interaction with other children.

During the third session of observations only 16 children could be observed. Out of these only one showed dependency on teachers or/and other children. This child was in the same category for the second observations and was clinging to the parent during the first observations. Two children were independent but isolated. In the second observations, one of them was dependent on teachers or other children and the other was independent without spontaneous interaction. Both these children were clinging to the parent during the first session. In the third session 5 children were classified as bearing independently without spontaneous interaction. Out of these five, one was not observed during the second session and during the first one he belonged to the category of children who needed the presence of the parent nearby. Out of the remaining four, two belonged to the same category and two showed dependency on the teachers or other children. During the first session of observations one out of the first pair was clinging to the parent and the other needed intermittent reassurance. The remaining two children of the other pair were dependent on teachers or other children during the second session and clinging to the parent during the first session of observations. By the third session of observations eight children have developed to bear themselves independently with free interaction. Four out of these children behaved the same during the second observations; during the first observations one of them could not be observed and one each was classified under 'need for the parent to be nearby', 'intermittent reassurance by calling them' and

'independent'. Three of the remaining four children were independent but not relaxed during the second observations; during the first session of observations one of these three could not be observed, one needed the parent nearby and the third needed intermittent reassurance by the parent. The remaining child who was independent and relaxed by the end of the year was independent but isolated during the second observations and needed the parent nearby at the beginning of the schooling, i.e. during the first session of observations.

On the basis of these observations one may tentatively say that children in developing self-reliance indicated by their independent bearings and free interactions go through a stage of not being spontaneous in their interaction with other children. Some of them pass through an intermediary stage of being independent but isolated.

It is also interesting to note that even by the end of one academic year all have not developed free, relaxed self-reliance in the school situation. Those who have not attained it might be still on the process of happy adjustment to school or these might be genuine personality differences. It is difficult to say anything definite at this stage with the limited data at hand.

(b) Behaviour indicating acceptance of teachers

Table VI. Behaviour indicating acceptance of teachers.

Sr. No.	Behaviour categories	Code numbers at Observation I		Observation II		Observation III	
1	Avoides teachers or is indifferent to them	2, 5, 7, 8, 13, 15, 17, 19, 22	9	2	1	8	1
2	Accepts teachers but responds to them as if they are strangers	1, 3, 14, 20, 21	5	3, 8, 19	3	-	-
3	Responds to teachers formally without self-initiative	9, 10, 12, 18, 23, 24	6	5, 7, 10, 15, 21	5	3, 23	2
4	Responds to teachers as substitute parents	6	1	1, 9, 14, 20, 22, 23, 24	7	-	-
5	Responds to teachers as friendly adults	11	1	12, 16, 18	3	1, 4, 12, 13, 15, 21, 22	7
6	Responds to teachers as helpful authority with free interaction	-	-	4, 11, 17	3	9, 10, 11, 16, 17, 24	6
			22		22		16

A glance at Table VI suggests a developmental sequence in the listed categories. During the first week of schooling 9 children either avoided the teachers or were indifferent to them; 5 looked upon teachers as strangers, 6 responded to them formally when approached by them. Only one child interacted with them as if they were substitute parents and one more behaved as if they were friendly adults.

By the end of the first term, i.e. during the second session of observations, out of 9 children who avoided teachers or were indifferent to them at the beginning, only one had continued to be the same; two children started responding to teachers as if they were strangers. Three developed formal interaction when approached by teachers. One each developed the interaction similar to that with a substitute parent and helpful authority. The remaining one could not be observed. Out of 5 children who accepted teachers but behaved with them as strangers during the first observation, one continued to be the same, one developed formal interaction which was not self-initiated and the remaining three moved towards reacting to teachers as substitute parents. Out of six children who were formal without self-initiated interaction at the beginning of schooling, one continued to be the same, three behaved as if teachers were substitute parents and two shifted towards the category of friendly adults. One child who had the initial approach of substitute parents could not be observed further, and the one who started interaction with teachers as if they were friendly adults developed towards them an approach similar to that towards helpful authority.

During the third observation only one child avoided teachers. This child behaved similarly at the beginning of schooling. By the end of the first term this child interacted with teachers as if they were strangers. Two children responded to teachers formally when approached. One of them behaved as if teachers were strangers during both the prior observations; the other one shifted back to this category under which he was classified for the first session. By the end of the first term he interacted with teachers as if they were substitute parents. Seven children interacted with teachers as if they were friendly adults. Out of these seven, 2 were formal if approached by the teachers during the second session. During the first session one of them avoided teachers and one responded to them as strangers. Two children interacted with teachers as if they were substitute

parents, during the second session. One of them avoided teachers and one interacted with them as strangers during the first session. One child shifted from the interaction indicating teachers as helpful authority which was expressed during the second session; the child was not observed during the first session. The remaining child moved to the category of interaction with friendly adult by the end of the first term from being formal to them when approached at the beginning of schooling. Out of six children who interacted with teachers as if they were helpful authority, two behaved the same way during the second session, and during the first session one of them avoided teachers and one interacted as if they were friendly adults. Another child who has not shifted from his behaviour during the second session was not observed during the first session. Two children interacted with teachers as if they were substitute parents during the second session and responded to teachers formally at the beginning of the schooling, i.e. during the first term. The remaining child moved from formal interaction without self involvement, through interaction with a substitute parent to the category under discussion, i.e. responds to teachers as helpful authority with free interaction.

If the present observations be interpreted as indicating a sequential relationship over the six categories there are three children who had regressive fluctuation in their interaction with teachers. These children may invite special attention. A generalised pattern of accepting teachers as helping authorities which is an important aspect of school adjustment may be noted as below.

Most of the children when they first come to school tend to avoid teachers or remain indifferent to them. They (children) look upon them (teachers) as strangers. At best they respond to teachers' communications in formal way. As they continue to attend school they slowly get relaxed and tend to behave with teachers as if they are substitute parents. By the end of the first term a few of them continue to be formal if approached.

By the end of the year both the above mentioned categories are left behind and the children develop the pattern of interaction with friendly adults. Some at this stage freely interact with teachers as helpful authority.

(c) Behaviour indicating children / Interaction with other children

Table VII. Behaviour indicating interaction with other children.

Sr. No.	Behaviour categories	Code numbers					
		Observation I		Observation II		Observation III	
1	Avoides children	2, 5, 6, 7, 8, 14, 15, 20, 21	9	-	-	-	-
2	Indifferent to children or interacts with them on instruction	3, 13, 24	3	8, 24	2	-	-
3	Accepts children as a part of the situation without self-involvement	1, 9, 12, 17, 19, 22, 23	7	1, 2, 3, 5, 9, 15, 19, 20, 21, 23	10	8, 13, 15	3
4	Interacts with children formally	18	1	14, 17, 22	3	1, 3, 9, 17	4
5	Co-operates in small group	10, 11	2	11	1	11, 22, 23, 24	4
6	Accepts children as a part of his society	-	-	4, 7, 10, 12, 16, 18	6	4, 10, 16, 21	5
			22		22		16

A study of Table VII showed that at the beginning of the school nine children avoided other children, three were indifferent to them, seven accepted them but did not interact with self-initiative, one interacted formally and two cooperated in small groups. Out of the 9 who avoided other children none continued to do so during the subsequent observations.

During the second session one of these children interacted on instructions, 5 accepted children without self involvement, one developed interaction at the formal level and one accepted other children as a part of his society. The remaining one could not be observed during the second session. Out of the three children who were indifferent to other children at the beginning of schooling, i.e. during the first observations, one could not be observed during the second session, one continued to be the same and the remaining one developed acceptance of children without self-involvement. Out of 7 children who belonged to this category during the first session of observations, four continued to be similar during the second session, two developed formal interaction and one developed interaction indicating acceptance of children as his society. One who initially interacted formally developed free interaction. Out of the two who could co-operate in small groups at the beginning, one continued to be the same and the other developed acceptance of children as his society.

During the third session three children accepted other children as a part of the situation without self-involvement. Out of these three children one has shifted from avoidance at the beginning through indifference at the end of the first term. Another child who also avoided children at the beginning, developed acceptance without self-involvement by the end of the first term and continued to be the same. The third child could not be observed during the second session and he was indifferent during the first session. Amongst the four children who were classified under the category of formal interaction with other children three were classified under accepting other children as a part of the situation but without self-involvement during the second observation. Two of these three were under the same category i.e. acceptance without self-involvement during the first observation and the third child was indifferent to other children. The fourth child who interacted in a formal way by the end of the year shifted to it at the end of the first term from the interaction without self-involvement

at the beginning of the schooling. Out of the four children who had developed co-operation in small group by the end of the year, i.e. during the third session of observations, one had similar behaviour during all the prior sessions, while one each had developed from indifference, acceptance without self-involvement and the formal interaction during the second session of observations. At the beginning of the schooling, i.e. during the first observations two of these children interacted at formal level and one was indifferent to other children. Out of the five children who accepted other children as their society only one did not do so during the second session. This child accepted other children without self-involvement then. During the first observations two of these five children were not observed and of the remaining three one each was classified as avoiding other children, accepting them without self-involvement and co-operating in a small group.

The observations indicate as a general pattern that children who are indifferent to other children when they first come to school learn to accept them as a part of the situation by the end of the first term, i.e. after three months of schooling. During the next term which is of approximately 6 months it appears that shifts are more indicative of individual differences perhaps in personality rather than expressing the school adjustment process of the children.

(f) Behaviour indicating acceptance of school

Table VIII. Behaviour indicating acceptance of school.

Sr. No.	Behaviour Categories	Code Numbers					
		Observation I		Observation II		Observation III	
1	Does not want to be in school or takes it as home	2, 3, 5, 6, 8, 13, 14, 15, 17, 19, 20, 21, 22, 23, 24	15	8	1		0
2	Accepts school indifferently	1	1	2, 3, 5, 15, 19, 21, 24	7	8,13, 15	3
3	School as an extension of home	7, 9, 10, 11, 12	5	1, 9, 14, 20, 22, 23	6		0
4	School as an extension of social play situation		0	4, 10, 16	3	3, 9, 16	3
5	Accepts school situation but is not fully relaxed	18	1	17	1	1, 10, 17, 21, 22, 24	6
6	Accepts school situation and enjoys being there		0	7, 11, 12, 18	4	4, 11, 12, 23	4
			22		22		16

Table VIII shows that at the beginning of school 15 children either did not want to be in school or they behaved in such a way as if they were not aware of school as a situation different than home. One was indifferent to school as such. Five accepted it as extension of home, and only one accepted it as a different situation but was not fully relaxed.

During the second session, i.e. by the end of the 1st term after 3 months of schooling, 7 children out of 15 who didn't want to be in the school or were not aware of it as different from home, accepted it with an indifferent attitude, 4 accepted it as the extension of home, one accepted it as a specific situation but was not fully relaxed, one continued to be the same and two could not be observed. The one who had accepted the school with indifference at the beginning moved to accepting it as extension of home. Out of 5 who behaved as if school was extension of home at the beginning one continued to be the same and one shifted to behaviour indicating school as extension of social play situation. The remaining three developed joyful acceptance of the school. The one who was not very relaxed at the beginning also moved to this category.

During the third observation, 3 children were still indifferent to school. At the beginning of schooling all the three didn't want to be in school. During the second session one of these continued to be the same, one became indifferent and one could not be observed. Out of the three children who accepted school as extension of play situation, one had behaved similar during the second session and he was not observed during the first session; one behaved as if school was extension of home and the remaining one was indifferent to school. During the first session both these children were classified under 'does not want to be in school / takes it as home'. Six children had accepted school by the end of the year but were not relaxed. Two out of these were indifferent to school, one behaved as if school was extension of home and one was not relaxed, during the second observations. These four children did not want to be in the school during the first observations. Of the remaining two, one child had moved from the behaviour indicating acceptance of school as social play situation during the second session. At the beginning of school, i.e. during the first observations he was classified under 'school as an extension of home.' The remaining child behaved as if the school was extension of home during the

second session and was indifferent during the first session of observations. Out of four children who had accepted school with joy by the end of the year two had developed the behaviour by the end of the first term, at the beginning both of them behaved as if school was extension of home. Out of the remaining two, one behaved as if school was extension of social play situation during the second session of observation and he could not be observed during the first session. For the remaining child school was extension of home at the end of the first term and he didn't want to be in school at the beginning.

The observations of behavioural shifts indicate that in achieving school adjustment expressed by joyous involvement, children pass through some intermediary stages of behaviour indicating school as extension of home or extension of social play situation and accepting school as an independent situation but not being fully relaxed. In the present study there were a number of children who had not attained the level of school adjustment to enjoy schooling by the end of the year. To know whether this is a stage in their process of adjustment or they are indicating individual differences in school adjustment needs further longitudinal study.

VI. INDIVIDUAL PATTERNS OF ADJUSTMENT AND DETAILS OF OBSERVATIONS

The pattern of shifts for each child under observation indicating the nature of his process of adjustment to school was prepared by using the positive and negative indices of his attitudes for each area during each observation. Thus each child's pattern consisted of twelve sign indices in three columns and four rows. The six major patterns are :

Table IX. Individual patterns of adjustment.

A. (1) C.No. 11	B. (1) C.No. 8	C. (3) C.No. 1,17,22
+ + +	- - -	- -/+ +
+ + +	- - -	- -/+ +
+ + +	- - -	- -/+ +
+ + +	- - -	- -/+ +
D. (4) C.No. 9,10,12,21	**E. (3) C.No. 3,23,24**	**F. (1) C.No. 15**
-/+ -/+ +	-/+ 1/+ -/+	-/+ + -
-/+ -/+ +	-/+ -/+ -/+	+ +/+ -
-/+ -/+ +	-/+ -/+ -/+	
-/+ -/+ +	-/+ -/+ -/+	

(A) All positive indices of child's attitude in each area during the 3 sets of observations (Case No. 11).

(B) All negative indices of child's attitude in each area during the 3 sets of observations (Case No. 8).

(C) First set of observations indicated all negative indices and last set of observations indicated all positive indices, though the middle set of observations may have some negative and some positive indices (Case Nos. 1, 17, 22).

D All positive indices in the last set of observations though may have shown some positive and some negative attitudes in the first two sets (Case Nos. 9, 10, 12, 21).

E) Mixed patterns of adjustment throughout the three sessions, though tending to be more on positive side (Case Nos. 3, 23, 24).

F. Mixed patterns of adjustment throughout the three sessions, though tending to be more on negative side (Case No. 15).

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The three children whose behaviour during significant periods of the first year of schooling have been presented have practically reached the end of their schooling in Chetan Balwadi to-day when this report is being finalised. They are in the kindergarten class. Though we cannot generalise on the basis of three cases the family information and the school progress record of each one of them might be revealing to an interested reader. Such information about each child is supplemented at the end of his behaviour observations.

Case No. 8

J is the only child who even by the end of the second term remains aloof and does not mix freely with teachers and other children, Even by the end of the year, there is no indication of his acceptance of school except that he is still in the school and does not cry any more. The following observations illustrate his behaviour. It would be interesting to know that J was indifferent to teachers and children for terms and then became friendly with them. He was cooperative and considerate to them at times till the third term and then was really cooperative and considerate. He was quiet throughout these third terms and afterwards also talked at times. During the third term also he rarely played in a group and enjoyed group play only at the end of 5th term. He approached any new situation reluctantly in the 1st term and afterwards remained cautious.

Observations I - 26-6-68

J's uncle is with him at the sea-saw. J wants to move toward him. Uncle can't leave him alone and so manipulate sea-saw from the other side. J moves away from sea-saw. Uncle talks and brings him back to sea-saw. J cries when the uncle pushes him hard-On the horse back with the uncle. Then J is on wheel block - uncle pulls the block and J turns the wheel. J left alone, uncle at a distance - plays for a while, turns toward uncle. Uncle puts him back - plays for a while and then again he wants to be picked up by uncle. Uncle takes him to Jungle Jim with the slide board. Uncle asks him to swing from the top bar. Swings a little then starts crying - wants uncle to pick him up - uncle takes him to the slide. A teacher suggests that J might be tired and thereby uncle takes him to kitchen, gives water. J drinks water and comes out with the uncle.

Observations II - 3-10-68

Teacher asks whether J would like to sit in with R. J shruggs his shoulders indicating 'No'. Teacher goes away, J looks at the observer.

Observer talks to him about broken cycle and vegetable selling activity that was going on. J looks at teacher. She offers him tokens to purchase - J shruggs his shoulder and stands looking around without involvement. Turns and looks at P on the tricycle but leaves and moves to the teacher, who is organizing the shop activity. J looks into A's basket and pushes his hand when gave vegetables to A. J peeps through A and teacher towards shops. Teacher asks him if he wants to buy vegetables - J shruggs.

Observations III - 10-3-69

J in tussel with A. A complains to teacher. Teacher calls J - J stands up and goes to her. Teacher tries to bring him near her. J pushes her away and goes back and standswith his finger in his mouth. J does not seem to be taking note of what teacher is saying. J takes seat in clay-work when group breaks up for activities. J imitates D in doing clay-work and also imitates and says D - 'This is a mirror.' D shows it to the teacher. J also makes a gesture but when sees that teacher is leaving the place, does not call her.

Case No. 11

B's behaviour indicated all the positive indices in each area of adjustment during the three sets of observations.

Later observations of teachers indicated that he was friendly, cooperative and considerate throughout the nursery school experience with both teachers and children. He was also very talkative. After the first term he played in a group for most of the time. He approached new situation cautiously for two terms and then approached very easily.

B's adjustment to the school in general indicates how well-prepared he is for the school, teachers and children, right from the beginning. Throughout the three sets of observations he shows all the positive patterns of behaviour.

Observations I - 26-6-68

B is on swing with three other children. Teacher talks to another child and appreciates his new clothes. B says 'My clothes are also new, Mummy had brought new clothes.' Then he told the teacher that his socks had become dirty. Teacher told him 'When you go inside it will go away.' B told teacher 'When I will grow up, I will go to another school. At present, this is my school. So there are two schools.' B saw his mother at a distance, she came near the swing and pushed the other swing, where some other child was sitting. B asked mother to push that child properly. He looked at that girl on the other swing who is his cousin and said 'Deepa, you might fall down.' Then he said 'My name is written at my back.' He told teacher 'I want to get down.' B got down and went to his mother.

Observations II - 3-10-68

B was playing in sand-pit with a group of children. Teacher asked 'Who would like to peel the peas?' B went with a few more children. B got peas in a dish - started peeling them - he was engrossed in doing his work. Teacher appreciated so B said 'See, I know how to do it,' again engrossed in his work. Teacher said 'See, I have water in my hand - so he got up and looked in her hand. When he finished observing, teacher asked him to sit down. He sat down and started peeling peas. B listened to the conversation between teacher and other children.

Observations III - 12-3-69

B climbs down from the bus - goes to the toilet - goes to the playground - stands near Jungle Jim with a slide. He slides - teacher asks him 'Will you please bring spoons?' He went after the teacher. She gave him spoons and asked him to give them to all the children, B goes to playground - meets A on the way, shows him spoons - goes to the sand-pit - gives one spoon to each child - puts the rest in sand. R asks for a spoon - B gives R one spoon - R suggests to sit under the sun - D and B follow R. V came with a ' ' spade B called teacher and complained 'V has brought spade.' Teacher did not

pay any attention. B told teacher 'I have this big car at my home, top is yellow and bottom is blue.' She asks 'who sits in it?' B says 'I and D.'

Case No. 24

A's behaviour indicated progressive improvement in all the areas from first set of observation to the third set of observation.

It was found that she was friendly, cooperative and considerate with teachers throughout but with children she was indifferent and cooperative only at times during the first term. She was quiet in the beginning, talked at times from second to fourth term and then was really talkative. She started playing in a group from second term but was most of the time in a group during fourth, fifth and sixth terms. She approached new situations reluctantly during first term, cautiously during second term and easily after fourth term.

A's pattern of adjustment clearly indicates that she was very dependent on mother, not accepting other children and teachers at the beginning, but gradually by the end of the second term she has accepted school as well as other children and teachers.

Observations I - 25-6-68

Teacher asks the children what would they like to play. She repeats her question to A. A looks at her but does not reply. Teacher suggests to ride a tricycle. A starts riding. Peon came to oil the wheel and A left the game, came to the place where usually her mother sits. A did not find her mother. A mother of some other child asked 'Shall I take you to your mother?' A started crying, saying 'Mummy, Mummy'. Observer offered her help - A looked at her (observer) and was ready to accept her help by holding her finger. Mother had gone to the office. On the way A cried for some time, when observer explained that they were going to her mother, A stopped crying. As soon as she saw mother, she clinged to her, started sucking her thumb. Mother and observer tried to convince her that A should play on the ground and after finishing her work, mother will join her. But A remained with the mother.

Observations II - 3-10-68

A was in boat with four children - got down - went to the slide. Climbed on top but could not slide - teacher was helping another child - so A quietly waited for her turn - teacher helped her, A slided, A climbed again - teacher encouraged her to slide by herself - A slided without help and went to sand-pit. A group of children was digging a well - A watched but played alone, went where teacher was standing and called her 'Ben, see' showing a Wadki filled with sand - teacher appreciated.

Observations III - 12-3-69

A in sand-pit with two other children - playing with sieves in the sand. A told R 'In my shoes there is sand.' R said 'Take it off when you go home.' But A took it off then and there and removed sand and put it on. Teacher came and asked 'Nobody wants to be monkey today?' No reply. After teacher left B said 'We should not become, isn't it?' A supported her by saying 'Yes'. After some time A started dramatizing and said 'The train is coming', and sang a song. She gave a stone to B. B sat on the edge of sand-pit, asked A to join her. A did not reply. Teacher came and talked to B. A listened to the conversation. Then teacher said that it was time for juice and clapped. Immediately A got up saying 'Come, come' to others - collected equipments from sand but teacher said let them be there - so kept them back and ran inside.

J who shows all negative indices throughout, is the eldest child, who has an illiterate mother of 21 years and the father is an engineer and the family income is Rs.1000/-. They have a joint family.

B who shows all positive indices throughout, is the only child, who has a 28 years old mother, who works as a teacher and his father is a clerk, the family income is Rs.400/-. They have a nuclear family.

A who shows gradual progress throughout, is the youngest child, who has a 27 years old mother, who is B.A.,B.Ed. and her father is a businessman and their family income is Rs.400/-. They belong to a joint family.

VII. SUMMARY AND CONCLUSIONS

The observations were undertaken with a view to get some insight into the school adjustment process. Three questions were posed in trying to understand the process. An attempt is made to answer them on the basis of the present study.

Do the behaviour patterns change as children continue to attend school?

All our studies have shown changes in the behaviour patterns of individual children and consequently in the group as a whole. Within a period of 3 months of schooling they have built easy communications with teachers and have become independent but in their interaction with other children in play situations, they seem to be self-centered and not very relaxed.

By the end of 9 months they have become very friendly with the teachers, accept other children as a part of their society and are quite independent and relaxed in the school.

Are there different patterns of behaviour during the initial period of adjustment? If yes, how are they related to subsequent patterns?

The present study could locate at least 2-3 different patterns of behaviour at each session of observations. The inter-relationship of the patterns could not be discerned. However, the general trend of behavioural shift could be noted as follows :

Most of the children expected family members to be around in the beginning, and these children go through a stage of not being spontaneous in their interaction with other children or being independent but isolated. They ultimately develop self-reliance which is indicated by their independent bearings.

Most of the children when they first come to school either avoid teachers or are indifferent to them or consider them as strangers. As they get acquainted with teachers, they show more relaxed behaviour and either accept them as substitutes for their parents or as formal instructors but ultimately at the end of 9 months interact in a friendly manner or consider them as helpful adults.

Regarding interaction with other children it was noted that children either avoided other children or were indifferent to them or accepted children without much of self-involvement. But children who belonged to the first two categories accepted children as part of the situation before interacting freely with them.

As far as acceptance of school is concerned, children either did not want to be in school or were quite indifferent to school or perceived school as extension of home situation. They passed through some intermediary stages indicating school as extension of social play situation or school as a situation which is strange. Even at the end, there were some children who did not completely enjoy their being in the school.

Do individual children show the stability of behaviour pattern over a period of time?

The process of adjustment to school was prepared by using positive and negative indices of each child's attitudes for each area during the 3 observations.

It was noted that some children showed positive aspects all throughout while some showed negative aspects all throughout. Some who showed all positive at the end but showed either positive or negative during first and second set ofobservations. Very few children shifted from positive to negative aspects of adjustment in different areas. Majority of children have moved on in their attitudes from negative to positive. Hence it is difficult to conclude about the stability of individual behaviour patterns. Such a

conclusion might also be difficult due to dynamic process of adjustment at work. Perhaps the individual differences in shifts towards positive attitude might be related to the basic differences in the behaviour pattern.

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